

RSU 26 World Language Curriculum Maps

World Language Program: Grades 7-8 and High School

Grades 7 and 8 World Language Learning Pathways

Choosing Your Language in Grade 7

After experiencing both French and Spanish in Kindergarten through Grade 6, students choose either French or Spanish to study beginning in Grade 7. This choice allows students to develop deeper proficiency in their selected language while building on the foundation established during their elementary and Grade 6 exposure.

How Does the Program Work?

Middle School (Grades 7 and 8): French 1 or Spanish 1 Over Two Years. By the end of Grade 8, students will have completed the equivalent of a full year-long Level 1 course.

- Students complete French 1 or Spanish 1 across Grades 7 and 8, with classes meeting for approximately 40 minutes every other day.
- Grade 7: First half of French 1 or Spanish 1
- Grade 8: Second half of French 1 or Spanish 1

High School (Grades 9+): French 1 or Spanish 1 in One Year

- Students complete French 1 or Spanish 1 in a single school year, with classes meeting for approximately 75 minutes every other day.
- Students may begin their language study in Grade 9 or continue from middle school. High school students can also choose to study multiple languages simultaneously if desired.

Why Two Different Timelines?

Class Length Makes the Difference. The primary reason for the two-year middle school approach is instructional time.

- Middle School: approximately 40-minute classes every other day
- High School: approximately 75-minute classes every other day

Whether completed over two years (middle school) or one year (high school), French 1 and Spanish 1 cover the same content and skills.

High School World Language Learning Pathways

Building on Your Foundation: Students entering high school bring a strong foundation in world language learning from their K-8 experience. Whether you completed Level 1 in middle school (Grades 7-8) or are beginning your language journey in high school, our program offers clear pathways to proficiency, college credit opportunities, and the prestigious Maine Seal of Biliteracy.

Choosing Your Language: Students may study French, Spanish, or both languages during high school. If you completed a language in middle school, you'll continue with that language in Level 2. Students new to language study in high school can choose either French or Spanish to begin at Level 1.

Course Sequences

French Pathway

- French I
- French II
- French III (eligible for National French Honor Society)
- Honors French IV (Seal of Biliteracy opportunity)
- Honors French V (AP exam and Seal of Biliteracy opportunities)

Spanish Pathway

- Spanish IB or Spanish IA
 - Spanish IIB or Spanish IIA
- Note: Spanish IIB is a conversation-based alternative that does not prepare students for Spanish III.
- Honors Spanish III (eligible for Spanish Honor Society)
 - Honors Spanish IV (Seal of Biliteracy opportunity)
 - Honors Spanish V (AP exam and Seal of Biliteracy opportunities)

Assessments

Formative and summative assessments used to measure student progress towards the learning goals in listening, speaking, reading, writing include:

- Oral exams, listening, and speaking assessments
- Quizzes for grammar, vocabulary, verb tenses, parts of speech, and comprehension

- Chapter Tests

Students in our higher level World Language classes are also assessed through written essays, stories, songs, journal entries, and presentations.

Students receive letter grades (A-F) starting in seventh grade and continuing through high school.

The Maine Seal of Biliteracy: The Maine Seal of Biliteracy is a prestigious award that recognizes students who have attained proficiency in English and at least one additional world language by high school graduation. The seal appears on diplomas and transcripts, signaling to colleges and employers that students possess valuable multilingual skills. Seniors enrolled in levels IV or V French or Spanish may apply for the Maine Seal of Biliteracy. Orono High School also supports students in attaining language instruction and the Maine Seal of Biliteracy for languages beyond French and Spanish. Many of our advanced language students successfully earn the Maine Seal of Biliteracy, demonstrating their high level of proficiency and commitment to language learning. Several Maine colleges and universities recognize the Seal of Biliteracy by awarding college credit for demonstrated language proficiency.

AP (Advanced Placement) Exam Success

Our advanced language students consistently demonstrate strong performance on AP French and AP Spanish Language exams. These exams are given at Orono High School and offer opportunities to:

- Earn college credit while still in high school
- Demonstrate advanced proficiency to college admissions offices
- Potentially place into higher-level college language courses
- Save time and money on college language requirements

Students in Honors French V and Honors Spanish V receive preparation and support for these rigorous exams.

Why Continue Language Study in High School?

Academic Benefits:

- Earn college credit through AP exams and the Seal of Biliteracy
- Strengthen cognitive skills, problem-solving abilities, and academic achievement
- Stand out in college applications with advanced language proficiency

Cultural and Personal Growth:

- Develop global citizenship and cultural competence
- Connect with diverse communities locally and worldwide
- Gain confidence communicating across languages and cultures

Career Advantages:

- Open doors to careers in business, healthcare, education, government, and more
- Qualify for multilingual employment benefits and opportunities
- Develop skills employers value in our interconnected world

Unique Opportunities:

- Participate in immersion workshops and potential travel experiences
- Join National French or Spanish Honor Societies (Levels III+)
- Engage with native speakers and authentic cultural materials
- Experience classroom immersion at advanced levels

RSU 26 Curriculum Map - FRENCH I

Content Area: World Languages **Course Title:** French I **Grade Levels:** 7-12

Primary Instructional Resource: [Allez, Viens!](#) Level 1 textbook & ancillary materials

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Priority Standards for Course:

Using French, students

1. Express basic greetings, emotions, numbers, colors, weather, and personal information through introductions and "get to know you" conversations.
2. Express what they and others like and dislike, while learning about cognates and infinitive verbs.
3. Describe their personality and the personality of others, making appropriate gender and number agreements.
4. Describe their school, classes, schedules, and teachers, and express opinions about school and daily routines.
5. Conjugate regular verbs and some irregular verbs in present tense.
6. Talk about free time activities, social plans, and express what they are going to do using near future tense.
7. Navigate food and dining situations by ordering, expressing preferences, and demonstrating understanding of French-speaking cultural customs.
8. Describe, introduce, and characterize people while demonstrating appropriate social conventions

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in French. In our French classes, instructional technology is used to increase student achievement and engagement with peers through a variety of learning platforms. These platforms allow students to collaborate, compete, and enhance their understanding. In grades 7-12 French classes, students use Google Classroom to access class assignments and grades. Students also learn how to use special characters required in French.

Unit of Instruction: Chapter 1**Essential Questions:**

1. How does the way we introduce and describe ourselves shape the connections we make with French speakers?
2. What role do personal preferences and daily routines play in expressing our identity in French-speaking cultures?
3. How can mastering basic descriptive language open doors to meaningful relationships in francophone communities?

Anticipated Time Frame: 2 weeks

Content, Concepts, and Skills
• I can introduce myself and others. • I can describe people. • I can talk about what I and others do. • I can say what I like and what I don't like.

Unit of Instruction: Chapter 2

Essential Questions:

1. How does understanding the French educational system help us engage in conversations about school life with French-speaking peers?
2. What communication strategies allow us to effectively exchange information, express opinions, and navigate agreement and disagreement in French?
3. How do cultural differences in timekeeping and education structure influence the way French speakers discuss their daily schedules and academic experiences?

Anticipated Time Frame: 2 weeks

Content, Concepts, and Skills
• I can agree and disagree with others in discussions. • I can ask for and give information effectively. • I can tell others when I have class. • I can ask for and express my opinions clearly. • I can learn about the French educational system and what le bac is. • I can understand what 'official' time means in France. • I can explain the curriculum in French schools. • I can describe the French grading system. • I can discuss how the French curriculum enhances our knowledge of education in France.

Unit of Instruction: Chapter 3

Essential Questions:

1. How does politeness shape the way we make requests and express needs in French-speaking contexts?
2. What language tools do we need to navigate everyday situations like getting someone's attention, asking for help, and expressing gratitude?
3. How do cultural norms around directness and formality influence communication in French compared to English?

Anticipated Time Frame: 2 weeks

Content, Concepts, and Skills
1. I can make requests and respond to them effectively. 2. I can ask for what I need and tell others about my needs. 3. I can express what I would like and what I want to do. 4. I can politely get someone's attention. 5. I can ask for information and clarify my understanding. 6. I can express my gratitude and say thank you appropriately.

Unit of Instruction: Chapter 4

Essential Questions:

1. How does expressing preferences and negotiating plans strengthen social connections in French-speaking communities?
2. What can Quebec's culture teach us about the diversity within the francophone world?
3. How do sports and leisure activities reflect cultural values in francophone countries?

Anticipated Time Frame: 2 or 3 weeks

Content, Concepts, and Skills
• I can express my preferences regarding my likes and dislikes. • I can effectively exchange information with others in various ways. • I can make, accept, or respectfully decline suggestions. • I can identify the cultural aspects that define life in Quebec. • I can differentiate between Celsius and Fahrenheit temperatures. • I can explain the role that sports play in the culture of francophone countries.

Unit of Instruction: Chapter 5

Essential Questions:

1. How can we effectively make suggestions and excuses in a conversation?
2. What strategies can we implement to capture someone's attention in a busy environment?
3. What are the social norms for paying the check in a café setting?
4. What does it mean to view waitpersons as professionals in the context of dining?

Anticipated Time Frame: 2 -3 weeks

Content, Concepts, and Skills
• I can make suggestions and excuses. • I can make recommendations. • I can get someone’s attention. • I can order food and beverages. • I can inquire about and express my likes and dislikes. • I can pay the check. • I can learn about Paris. • I can discover the food served in a café. • I can understand that waitpersons are professionals. • I can explore the concept of La litote. • I can learn about tipping practices.

Unit of Instruction: Chapter 6

Essential Questions:

1. How can we effectively make plans with others, extend, and respond to invitations?
2. In what ways does the culture of “going out” influence social interactions in France?
3. How can understanding conversational timing and cultural expectations help us build authentic relationships with French speakers?

Anticipated Time Frame: 2 weeks

Content, Concepts, and Skills
• I can make plans effectively. • I can extend invitations and respond appropriately. • I can arrange to meet someone in a friendly manner. • I can understand the culture of going out in France. • I can engage in dating conversations in France. • I can manage conversational time during social interactions.

Unit of Instruction: Chapter 7

Essential Questions:

1. How do we identify and introduce people in different contexts?
2. In what ways can we effectively describe and characterize individuals?
3. What are the appropriate ways to ask for, give, and refuse permission in social and family interactions?

Anticipated Time Frame: 2 weeks

Content, Concepts, and Skills
• I can identify people. • I can introduce people. • I can describe and characterize people. • I can ask for permission. • I can give permission. • I can refuse permission. • I can understand family life in different cultures.

Unit of Instruction: Chapter 8

Essential Questions:

1. How do we express our needs effectively in different social contexts?
2. What are the various methods for giving instructions to others?
3. How can we purchase, prepare, offer, accept, or share food in social situations?
4. What communication strategies help us successfully express needs, make requests, and offer hospitality in francophone African contexts?

Anticipated Time Frame: 2 weeks

Content Concepts and Skills
• I can express my needs. • I can make, accept, and decline requests. • I can tell someone what to do. • I can offer food, accept food, or eat food. • I can learn about Abidjan. • I can shop for groceries. • I can understand the metric system. • I can learn about mealtimes.

RSU 26 Curriculum Map - SPANISH I

Content Area: World Languages

Course Title: Spanish I

Grade Level: 7 - 12

Primary Instructional Resource: Autentico Level I textbook

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Priority Standards for Course:

Using Spanish, students

1. Express basic emotions, greetings, colors, numbers, weather, and “get to know you” questions and answers.
2. Express what they and others like to do, while learning about cognates and infinitive verbs.
3. Describe their personality and the personality of others. Learn how to make gender and number agreements.
4. Describe their school, classes, and teacher, and express thoughts about school.
5. Conjugate regular verbs and some irregular verbs.
6. Talk about things that they like to do in their free time and express things that they are going to do shortly.
7. Navigate food and dining situations by ordering, expressing preferences, and demonstrating understanding of Spanish-speaking cultural customs.
8. Describe, introduce, and characterize people while demonstrating appropriate social conventions

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in Spanish. In our Spanish classes, instructional technology is used to increase student achievement and

engagement with peers through a variety of learning platforms. These platforms allow students to collaborate, compete, and enhance their understanding. In grades 7-12 Spanish classes, students use Google Classroom to access class assignments and grades. Students also learn how to use special characters required in Spanish.

Unit of Instruction: Para Empezar

Essential Questions:

- 1. How do foundational communication skills like introductions, greetings, and telling time help us navigate daily interactions in Spanish-speaking communities?
- 2. What can the Aztec calendar teach us about how different cultures understand and organize time?
- 3. Why are basic classroom communication skills essential for becoming confident language learners?

Anticipated Time Frame: 8 weeks

Content, Concepts, and Skills
• I can introduce myself and others. • I can greet people appropriately. • I can spell words correctly. • I can count accurately. • I can understand and follow classroom instructions. • I can tell time using a clock. • I can learn about the Aztec calendar and compare it to the Northern and Southern hemispheres.

Unit of Instruction: Capítulo 1A/B

Essential Questions:

1. How does expressing our feelings, preferences, and personal information help us build authentic friendships in Spanish-speaking cultures?
2. What role do nonverbal communication (like hand gestures) and cultural expressions (like music and dance) play in Spanish-speaking communities?
3. How do grammatical structures like adjectives, articles, and infinitives allow us to express our identity and preferences more precisely?

Anticipated Time Frame: 4-6 weeks

Content Concepts and Skills
• I can greet people and say goodbye appropriately. • I can ask others how they are feeling and respond with how I am. • I can inquire about someone's age and share my age. • I can express my likes, dislikes, and preferences regarding various things and activities. • I can use infinitives correctly in sentences. • I can form negative statements and understand their usage. • I can express agreement and disagreement effectively. • I can use adjectives accurately in my speech and writing. • I can identify and use definite and indefinite articles correctly. • I can organize my sentences with the correct word order, especially the placement of adjectives. • I can recognize and use appropriate greetings and goodbyes in Spanish-speaking cultures. • I can understand the significance of hand gestures in communication. • I can appreciate Spanish dance and music and their cultural importance. • I can comprehend the meaning of friendship among Spanish people.

Unit of Instruction: Capítulo 2A/B

Essential Questions:

1. How does understanding the Spanish educational system and school culture help us connect with Spanish-speaking students our age?
2. What communication skills do we need to effectively discuss our daily schedules, express opinions, and negotiate agreements in Spanish?
3. How do verb conjugation and subject pronouns allow us to express who is doing what in our school lives?

Anticipated Time Frame: 4 weeks

Content Concepts and Skills
• I can agree and disagree with others. • I can ask for and give information. • I can tell others when I have class. • I can ask for and express my opinions. • I can use subject pronouns correctly. • I can conjugate -ar verbs in the present tense. • I can use the verb "estar" appropriately. • I can form the plural of nouns and articles. • I can describe the Spanish educational system. • I can explain what 'Official' time means in Spanish-speaking countries. • I can discuss the curriculum in Spanish schools. • I can talk about sports, particularly soccer.

Unit of Instruction: Capítulo 3A/B

Essential Questions:

1. How does food serve as a bridge between cultures, and what can we learn from the historical exchange of foods between the Americas and Europe?
2. What language structures help us express and exchange opinions about our food preferences and eating habits?
3. How do meals and dining customs reflect cultural values in Spanish-speaking communities?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can listen to and read descriptions of meals and menus. • I can talk and write about the foods I like and dislike, as well as those of others. • I can exchange information about food preferences. • I can use the present tense of -er and -ir verbs, including "me gustan" and "me encantan." • I can form plurals of adjectives. • I can use the verb "ser" correctly. • I can analyze the exchange of native foods between the Americas and Europe.

Unit of Instruction: Capítulo 4A/B

Essential Questions:

1. How do leisure activities, sports, and artistic traditions reveal what Spanish-speaking cultures value?
2. What communication tools do we need to make plans, ask questions, and coordinate activities with Spanish-speaking friends?
3. How does learning about popular sports and cultural activities in Spanish-speaking countries broaden our understanding of how people spend their free time?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can listen to and read about leisure activities and schedules. • I can talk and write about places to go and activities to do during my free time. • I can exchange information with others about my weekend plans and activities outside of school. • I can use the verb "ir" to express where I want to go. • I can ask questions using proper sentence structures. • I can use the verb "jugar" to talk about playing games or sports. • I can learn about sports in Spanish-speaking countries. • I can explore art and culture in Spanish-speaking countries.

Unit of Instruction: Capítulo 5A/B

Essential Questions:

1. How do family structures, celebrations, and dining customs in Spanish culture compare to our own experiences?
2. What language skills and cultural knowledge do we need to successfully navigate restaurants and social gatherings in Spanish-speaking countries?
3. How does understanding the professional role of waitstaff and tipping customs help us interact respectfully in Spanish dining contexts?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can listen to and read descriptions of family members and family relationships. • I can identify vocabulary related to parties and celebrations. • I can use restaurant vocabulary and understand table settings. • I can order food and beverages effectively. • I can pay the check in a restaurant setting. • I can learn about Spanish culture, particularly about food served in restaurants. • I can recognize the role of waitpersons as professionals in the dining experience. • I can understand the etiquette of tipping in restaurants.

Unit of Instruction: Capítulo 6A/B

Essential Questions:

1. How does describing our personal spaces and discussing household responsibilities help us understand daily life in Spanish-speaking homes?
2. What language tools allow us to make comparisons and express preferences about our living spaces?
3. How do stem-changing verbs expand our ability to talk about what we can do and our daily routines?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can listen to and read descriptions of family members and family relationships. • I can identify vocabulary related to parties and celebrations. • I can use restaurant vocabulary and understand table settings. • I can order food and beverages effectively.

- I can pay the check in a restaurant setting.
- I can learn about Spanish culture, particularly about food served in restaurants.
- I can recognize the role of waitpersons as professionals in the dining experience.
- I can understand the etiquette of tipping in restaurants.

Unit of Instruction: Capítulo 7A/B

Essential Questions:

1. How do shopping customs and clothing preferences reflect cultural values and personal identity in Spanish-speaking communities?
2. What communication strategies help us navigate shopping situations, express preferences, and make purchasing decisions in Spanish?
3. How does the preterite tense allow us to share past experiences and shopping stories?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills

- I can listen to conversations and read about clothes and shopping.
- I can talk and write about my shopping plans and gifts.
- I can exchange information while purchasing an item of clothing.
- I can use the stem-changing verbs:
 - pensar
 - querer, and
 - preferir
- I can identify and use demonstrative adjectives.
- I can conjugate verbs in the preterite tense, including -ar verbs and those ending in -car and -gar.
- I can use direct object pronouns correctly.

Unit of Instruction: Capítulo 8A/B

Essential Questions:

1. How does talking about travel experiences and vacations help us understand what Spanish speakers value in leisure and exploration?
2. What role does the preterite tense play in sharing our past experiences and stories about trips and adventures?
3. How do indirect object pronouns help us communicate more efficiently about giving, telling, and interacting with others during our travels?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can listen to and read descriptions of trips and vacations. • I can talk and write about imaginary trips. • I can exchange information while describing my best vacation. • I can use the preterite tense of -er and -ir verbs. • I can use the preterite of "Ir" and the personal "a." • I can use the present tense of "decir." • I can use indirect object pronouns. • I can use the preterite tense of "hacer" and "dar."

Unit of Instruction: Capítulo 9A/B

Essential Questions:

1. How do media preferences (television, movies, and internet use) reflect cultural values and connect us to Spanish-speaking communities worldwide?
2. What language structures help us express recent actions, preferences about entertainment, and knowledge about topics and people?
3. How has technology transformed communication and entertainment in Spanish-speaking cultures, and how do we discuss these changes?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can listen to and read different opinions about television. • I can talk and write about television programs and movies. • I can exchange information while sharing my opinions about television and film. • I can discuss the Internet and the web. • I can talk about internet use and the benefits of computers. • I can use "acabar de" + infinitive. • I can use "gustar" and similar verbs. • I can use the present tense of "pedir" and "servir." • I can differentiate between "saber" and "conocer."

RSU 26 Curriculum Map - French II

Content Area: WORLD LANGUAGES Course Title: FRENCH II Grade Level: 9-12

Primary Instructional Resource: [EntreCultures](#) Level II textbook and ancillary resources; includes print, audio, and video

Priority Standards for Course:

1. Students will comprehend and interpret authentic spoken and written French texts about familiar topics such as school life, daily routines, food, and community activities, demonstrating understanding of main ideas and supporting details.
2. Students will engage in spontaneous spoken interactions in French, exchanging information about personal preferences, schedules, experiences, and future plans with increasing linguistic complexity.
3. Students will create coherent oral and written presentations about personal experiences, cultural observations, and topics of interest using connected sentences and appropriate grammatical structures.
4. Students will analyze and compare cultural practices, products, and perspectives of Francophone communities, demonstrating understanding of cultural nuances in contexts like school life, food traditions, and community engagement.
5. Students will identify and explain similarities and differences between their own cultural experiences and those of Francophone communities, demonstrating cross-cultural understanding.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in French. In high school French classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required to type in French.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: Unité 1 - C'est la rentrée!

Essential Questions:

1. How do personal preferences and traits influence our choices in school?
2. What helps students engage in their school community?
3. What do schools in different cultural contexts provide to meet the needs of their students?

Anticipated Time Frame: 6-8 weeks

Content, Concepts, and Skills
• I can exchange information about academic and extracurricular offerings at my school and schools in Francophone cultures. • I can read, view, and listen to information about a variety of schools in Francophone cultures to draw comparisons with my own. • I can present my school to a visiting student from a Francophone culture while giving advice on how to be successful in my school.

Unit of Instruction: Unité 2 - À table!

Essential Questions:

1. Which culinary traditions of the past are still important today?
2. How are our memories of the important people in our lives connected to food?
3. How does food bring people together?

Anticipated Time Frame: 4-6 weeks

Content, Concepts, and Skills
• I can exchange information about traditional dishes from Francophone cultures and memories related to food. • I can read, view, and listen to recipes, menus, videos, and invitations related to food in Francophone cultures. • I can invite others to events and special meals. • I can investigate how food plays an integral part in family, traditions, and celebrations in Francophone cultures.

Unit of Instruction: Unité 3 - Au boulot, les bénévoles!

Essential Questions:

1. How do my personal responsibilities and routines shape my daily life?
2. How can community members work together to improve the quality of life for themselves and others?
3. What kinds of volunteer opportunities exist in the Francophone world?
4. What motivates people from different cultures to volunteer?

Anticipated Time Frame: 4-6 weeks

Content, Concepts, and Skills
• I can read, view, and listen to informational texts such as announcements, videos, and personal stories about household tasks and working as a volunteer. • I can negotiate with others to decide on household tasks and a volunteer opportunity. • I can provide information about yourself in order to apply to a volunteer organization. • I can investigate how and why people in Francophone cultures contribute to their communities through volunteerism.

Unit of Instruction: Unité 4 - Une ville qui bouge

Essential Questions:

- What experiences are available to young people in a city or town?
- How can I access information to make plans?
- How does culture influence where I go and what I do in a francophone city or town?

Anticipated Time Frame: 4-6 weeks

Content, Concepts, and Skills
• I can read, view, and listen to a variety of sources like brochures, schedules, and online reviews to access information to make plans. • I can exchange preferences about places to go for fun in a Francophone city or town. • I can describe past events and activities. • I can investigate how and where teens in Francophone cultures and in my community enjoy a metropolitan area.

RSU 26 Curriculum Map

SPANISH II

Content Area: World Languages

Course Title: Spanish II

Grade Level: 9-12

Primary Instructional Resource: Autentico Level II textbook and ancillary resources

Priority Standards for Course:

1. Use the present, preterite, and imperfect tenses accurately to express actions in different time frames.
2. Employ comparison of equality, comparatives, and superlatives to effectively compare and contrast items in the target language.
3. Substitute direct objects with pronouns to enhance communication and clarity.
4. Form affirmative and negative informal commands, demonstrating understanding of command forms in the target language.
5. Create and apply correct adjective agreements to describe nouns accurately.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in Spanish. In high school Spanish classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required when typing in Spanish.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: Para Empezar

Essential Questions:

1. How does the ability to introduce oneself and others facilitate meaningful interactions and connections in Spanish-speaking communities?
2. What descriptive language is essential for accurately portraying people's physical appearance, personality traits, and characteristics in Spanish?
3. How do language learners effectively communicate daily activities and routines, including actions performed by themselves and others, in Spanish conversation?
4. How do expressions of likes and dislikes contribute to expressing personal preferences and building connections in Spanish-speaking contexts?

Anticipated Time Frame: 2 weeks

Content, Concepts and Skills
• I can introduce myself and others. • I can describe people. • I can talk about what I and others do. • I can say what I like and I don't like.

Unit of Instruction: Chapter 1A

Essential Questions:

1. How do school rules, activities, and classroom culture in Spanish-speaking communities reflect what these cultures value about education and learning?
2. What language tools (including affirmative/negative words and verb conjugations) do we need to effectively discuss our school experiences and express what happens in our classrooms?
3. How does mastering present tense verb conjugations—including stem-changing verbs and irregular forms—expand our ability to describe what we and others do in school and beyond?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can talk about school activities and rules. • I can name items one needs for class. • I can use affirmative and negative words. • I can conjugate verbs in the present tense, including. • stem changing verbs and verbs with 1st person irregulars.

Unit of Instruction: Chapter 1B**Essential Questions:**

1. What vocabulary and expressions are essential for discussing sports and athletic activities in Spanish?
2. How does music and drama play a role in cultural expression and artistic appreciation within Spanish-speaking communities?
3. In what ways can comparisons be used to highlight similarities and differences between people, places, and things in Spanish conversation?
4. How do language learners effectively use the verbs "saber" and "conocer" to express knowledge and familiarity in various contexts?
5. How are "hace" + time expressions used to describe past actions or durations in Spanish, and how do they contribute to storytelling and narration?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can talk about extracurricular activities. • I can talk about sports. • I can talk about music and drama. • I can make comparisons. • I can use saber and conocer. • I can use hace + time expressions.

Unit of Instruction: Chapter 2 A

Essential Questions:

1. How do daily routines and event preparation rituals reflect cultural values and priorities in Spanish-speaking communities?
2. What role do reflexive verbs play in describing our personal routines, self-care, and the actions we perform on ourselves?
3. How do the verbs ser and estar, along with possessive adjectives, allow us to describe who we are, how we are feeling, and what belongs to us with precision?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can use vocabulary used for getting ready for an event. • I can talk about daily routines. • I can form reflexive verbs. • I can distinguish between ser and estar. • I can use possessive adjectives(long and short).

Unit of Instruction: Chapter 2B

Essential Questions:

1. How does understanding clothing and shopping vocabulary enhance communication in everyday interactions and cultural experiences in Spanish-speaking contexts?
2. What are the key rules for forming the preterite tense of regular verbs, and how is it used to describe past shopping experiences or events?
3. How do demonstrative adjectives help specify and clarify choices when shopping or describing clothing items in Spanish?
4. In what ways can adjectives function as nouns in Spanish, and how does this simplify descriptions or comparisons in conversations about clothing and shopping?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can use clothing and shopping vocabulary. • I can form the preterite of regular verbs. • I can use demonstrative adjectives. • I can use adjectives as nouns.

Unit of Instruction: Chapter 3 A**Essential Questions:**

1. How do daily routines and errands reflect cultural and practical aspects of life in a Spanish-speaking town?
2. What vocabulary and phrases are essential for describing people's movements and purchases in Spanish?
3. How do direct object pronouns enhance clarity and efficiency in Spanish communication when replacing direct objects in sentences?
4. What are the key irregularities and conjugation patterns for forming the preterite tense of irregular verbs like "ir" and "ser" in Spanish?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can discuss running errands around town. • I can say where people go and what they buy. • I can replace direct objects with direct object pronouns. • I can form the preterite of irregular verbs. • I can form the preterite of ir and ser.

Unit of Instruction: Chapter 3B

Essential Questions:

1. How does the ability to give and receive driving advice contribute to effective communication and safety on the road in Spanish-speaking contexts?
2. What language and expressions are essential for asking for and giving directions accurately in Spanish?
3. How do negative and affirmative tú commands play a role in providing clear instructions and advice in Spanish conversation?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can give and receive driving advice. • I can ask for and give directions. • I can form negative and affirmative tú commands. • I can use direct object pronouns.

Unit of Instruction: Chapter 4A

Essential Questions:

1. What strategies and patterns are essential for forming the imperfect tense of both regular and irregular verbs in Spanish?
2. How do indirect object pronouns enhance clarity and efficiency in Spanish communication?
3. In what ways do personal anecdotes and childhood memories serve as effective language learning tools when practicing the imperfect tense and indirect object pronouns?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can talk about my childhood. • I can form the imperfect of regular and irregular verbs. • I can use indirect object pronouns.

Unit of Instruction: Chapter 4B

Essential Questions:

- 1. How does the use of the imperfect tense enrich descriptions of past experiences and events, particularly when discussing childhood memories?
- 2. What criteria or signals help distinguish between using the preterite and imperfect tenses in Spanish narrative?
- 3. What are the key grammatical rules and conjugations associated with the imperfect tense in Spanish?
- 4. How does reflecting on one's childhood experiences through storytelling in Spanish reveal the expressive capabilities of the imperfect tense?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can form the imperfect tense. • I can discuss my childhood. • I can distinguish when to use the preterite versus the imperfect. • I can state the imperfect rules. • I can state when the preterite is used.

RSU 26 Curriculum Map - FRENCH III

Content Area: WORLD LANGUAGES Course Title: FRENCH III Grade Level: 10-12

Primary Instructional Resource: [EntreCultures](#) Level II textbook and ancillary resources; includes print, audio, and video

Priority Standards for Course:

1. Students will comprehend and interpret authentic spoken and written French texts about familiar topics such as school life, daily routines, food, and community activities, demonstrating understanding of main ideas and supporting details.
2. Students will engage in spontaneous spoken interactions in French, exchanging information about personal preferences, schedules, experiences, and future plans with increasing linguistic complexity.
3. Students will create coherent oral and written presentations about personal experiences, cultural observations, and topics of interest using connected sentences and appropriate grammatical structures.
4. Students will analyze and compare cultural practices, products, and perspectives of Francophone communities, demonstrating understanding of cultural nuances in contexts like school life, food traditions, and community engagement.
5. Students will identify and explain similarities and differences between their own cultural experiences and those of Francophone communities, demonstrating cross-cultural understanding.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in French. In high school French classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required to type in French.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to

cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: French III Unit 1, Chapter 5: Unité 5 - Des conseils pour une vie saine

Essential Questions:

1. How do people where I live and in Francophone cultures take care of their physical health?
2. How do people address concerns with their health?
3. How do people where I live and in Francophone cultures view social and emotional health?

Anticipated Time Frame: 6-8 weeks

Content, Concepts, and Skills
• I can read, view, and listen to informational texts such as websites, infographics, and personal stories about healthy habits. • I can discuss with others the ways in which they and others stay healthy. • I can research health information in order to make a presentation on adolescent health. • I can investigate how people in Francophone cultures maintain their physical as well as social and emotional health

Unit of Instruction: French III Unit 2, Chapter 6: Unité 6 - Voyager autrement

Essential Questions:

1. What do I need to know to explore another country or culture?
2. What is the difference between a tourist and a traveler?
3. How do travel experiences shape our intercultural understanding and respect for the communities we visit?

Anticipated Time Frame: 4-6 weeks

Content, Concepts, and Skills
• I can read, view, and listen to informational texts such as announcements, videos, and personal stories about world travel. • I can participate in an interview in which I discuss my travel plans. • I can provide information about myself in order to apply for a travel scholarship. • I can investigate how and why people travel around the world for more than just tourism.

Unit of Instruction: French III Unit 3 - Ma vie et moi!

Essential Questions:

1. How is friendship experienced in my community and in francophone cultures?
2. What experiences and events shape childhood?
3. How do life events and relationships as an adolescent influence whom I am becoming?

Anticipated Time Frame: 4-6 weeks

Content, Concepts, and Skills
• I can exchange and present information about friendship and life events during childhood and adolescence. • I can interpret authentic texts to gain insights into friendship and life events of childhood and adolescence in the francophone world. • I can narrate past experiences that have affected your or another person's present life and path toward independence. • I can investigate how friendships and life events shape the lives of young people in francophone cultures.

Unit of Instruction: French III, Unit 4 - Citoyenneté numérique

Essential Questions:

- 1. What effects do digital media have on my life and the lives of those in francophone cultures?
- 2. What are my rights and responsibilities as a digital citizen?
- 3. How can technology help me pursue my interests?

Anticipated Time Frame: 4-6 weeks

Content, Concepts, and Skills
• I can describe some advantages of technology and how to use it responsibly. • I can exchange opinions about how to be a good digital citizen. • I can identify a poet or other artist that has influenced my country as much as Aimé Césaire influenced Martinique. • I can compare the rights of young people in Canada to those in my community. • I can identify ways in which languages evolve over time based on changing technology and other influences.

RSU 26 Curriculum Map

Honors Spanish III

Content Area: World Languages

Course Title: Honors Spanish III

Grade Level: 9-12

Primary Instructional Resource: Ven Conmigo Nivel III textbook and ancillary resources

A variety of Spanish myths and legends as well as El Misterio de la Llave by Elena Moreno are also used.

Priority Standards for Course:

1. Expand understanding and use of the present and preterite tenses to accurately express actions in both the present and past.
2. Master and apply advanced verb tenses including the present progressive, imperfect progressive, present perfect, pluperfect, future, conditional, present subjunctive, and perfect subjunctive to communicate a variety of ideas and timeframes.
3. Utilize comparison of equality, comparatives, and superlatives to effectively compare and contrast items in the target language.
4. Express ideas clearly and coherently in essay format, integrating new vocabulary and grammatical structures.
5. Engage in authentic dialogues to communicate thoughts, opinions, and ideas fluently and appropriately.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in Spanish. In high school Spanish classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required when typing in Spanish.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to

cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: Spanish II Review

Essential Questions:

- 1. How do advanced verbs differ in their present tense formations compared to regular verbs, and how does this impact their usage in communication?
- 2. What are the key distinctions between the preterite forms of complicated verbs and regular verbs, and how does this affect storytelling and narrative structure?
- 3. How does the interplay between the imperfect and preterite tenses enhance the expression of past events, especially in conveying nuances of ongoing versus completed actions or states?

Anticipated Time Frame: 8 weeks

Content, Concepts, and Skills
• I can form the present tense of advanced verbs. • I can form the preterite of complicated verbs. • I can use the imperfect and preterite tenses to convey past events.

Unit of Instruction: Progressive Tenses

Essential Questions:

- 1. How do progressive tenses differ from simple tenses in expressing ongoing actions, and how does this impact the clarity and richness of written and spoken language?
- 2. How can the correct usage of progressive tenses enhance communication, particularly in conveying duration, continuity, and immediacy of actions or situations?

Anticipated Time Frame: 2 weeks

Content, Concepts, and Skills
• I can form the progressive tenses. • I can use the progressive tenses correctly in writing and in conversation.

Unit of Instruction: Perfect Tenses

Essential Questions:

1. How do perfect tenses differ from simple and progressive tenses in expressing completed actions or states, and how does this influence the precision and depth of language?
2. How can mastering the correct usage of perfect tenses enhance communication by conveying the timing and completion of actions or events in writing and conversation?

Anticipated Time Frame: 3 weeks

Content, Concepts, and Skills
• I can form the perfect tenses. • I can use the perfect tenses correctly in writing and in conversation.

Unit of Instruction: Future and Conditional Tenses

Essential Questions:

1. How do future and conditional tenses serve different purposes in expressing possibilities and hypotheticals, and how does their accurate use contribute to effective communication?
2. How can proficiency in forming and using future and conditional tenses enrich both written and spoken language by conveying intentions, predictions, and imagined scenarios with clarity and precision?

Anticipated Time Frame: 3 weeks

Content, Concepts, and Skills
• I can form the future and conditional tenses. • I can use the future and conditional tenses correctly in writing and in conversation.

Unit of Instruction: Present and Perfect Subjunctives with Trigger Verbs

Essential Questions:

1. How does understanding the use of the subjunctive in Spanish enhance communication by expressing doubt, uncertainty, desires, or possibilities?
2. How do the present and perfect subjunctive forms differ in their applications and how can they be effectively utilized to convey different nuances in Spanish language?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can use the subjunctive when needed in Spanish. • I can form the present and perfect subjunctives.

Unit of Instruction: Myths and legends

Essential Questions:

1. How do myths and legends from Spanish-speaking countries reflect and shape cultural beliefs, values, and traditions?
2. In what ways do myths and legends serve as a means of preserving and transmitting cultural heritage within Spanish-speaking communities?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can read and discuss myths and legends from Spanish speaking countries. • I can understand the cultural importance of myths and legends.

Unit of Instruction: El Misterio de la Llave by Elena Moreno

Essential Questions:

1. How does the novel El Misterio de la Llave provide insights into Spanish culture, history, and geography, and what connections can be drawn between the storyline and real-world Spanish contexts?
2. What key geographical and historical aspects of Spain are essential to understanding and appreciating the themes and settings depicted in El Misterio de la Llave?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills
• I can read and discuss the El Misterio de la Llave. • I can discuss the basic geography and history of Spain.

Unit of Instruction: Spanish Art

Essential Questions:

1. How do the life experiences and cultural influences of important Spanish artists contribute to the creation and interpretation of their masterpieces?
2. What distinctive characteristics and themes can be identified in the masterpieces of renowned Spanish artists, and how do these artworks reflect the broader cultural and artistic movements of their time?

Anticipated Time Frame: 3 weeks

Content, Concepts, and Skills
• I can discuss the life of the important Spanish artists. • I can recognize the masterpieces of the important Spanish artists.

RSU 26 Curriculum MAP - Honors FRENCH IV and V

Content Area: WORLD LANGUAGES

Course Title: HONORS FRENCH IV/V

Grade Level: 9-12

This course combines two levels of French. Curriculum units are looped year to year, based on the ability and interests of the students.

Primary Instructional Resources: [Amsco French Three Years](#) and a variety of online resources, periodicals, novels, non-fiction books and documents

Priority Standards:

1. Students understand and interpret written and spoken language on a variety of topics.
2. Students exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.
3. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
4. Students discuss events in a variety of time periods.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in French. The use of on-line platforms is intentional to facilitate classroom learning and engagement with peers and the broader world. In high school French classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required to type in French.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: Discussion

Essential Questions:

1. How is what I talk about influenced by what I read and hear?
2. How do my opinions resemble or differ from those of my peers?
3. How are topics of interest to me seen in French-speaking countries?
4. What are current topics of interest to French-speakers?

Anticipated Time Frame: Ongoing, year-long

Content, Concepts, and Skills	Instructional Resources
• I can find audio, video, and print resources in French on topics that interest me. • I can interpret and synthesize information from authentic resources in French. • I can understand and discuss topics of interest to me and to my peers. • I can discuss how such topics are treated in French-speaking nations and support my opinions with data from authentic sources.	"Le français dans le monde" (periodical) Online resources

Unit of Instruction: Essays

Essential Questions:

1. How does writing essays in French help develop critical thinking and the ability to evaluate and synthesize information?
2. Why is clear and persuasive communication important, and how can essay writing improve these skills?
3. In what ways does essay writing contribute to personal expression, academic achievement, and professional success?

Anticipated Time Frame: Ongoing, year-long

Content, Concepts, and Skills	Instructional Resources
• I can express my ideas effectively in French. • I can support my ideas with relevant examples, evidence, and analysis, while maintaining proper grammar and sentence structure in French. • I can synthesize the vocabulary and grammar I have learned and apply them appropriately in my writing. • I can process feedback on errors in my writing and correct them, with guidance.	Amsco Three Years Online resources

Unit of Instruction: Grammar - Verb Tenses

Essential Questions:

1. How do different verb tenses in French convey nuances of time, mood, and meaning?
2. How do irregular verbs behave across multiple tenses, and what strategies can help in mastering them?
3. How can understanding French verb tenses improve the ability to narrate events, express hypothetical situations, or discuss future plans in context?

Anticipated Time Frame: Ongoing, year-long

Content, Concepts, and Skills	Instructional Resources
• I can conjugate and correctly use irregular verbs across various time frames (present, past, future). • I can use different past tenses appropriately in context. • I can talk about future plans or intentions, understanding the nuance between formal and informal contexts. • I can narrate a sequence of events, describe hypothetical situations, and discuss future possibilities using appropriate verb tenses.	Amsco Three Years Online resources

Unit of Instruction: Grammar - Passive Voice

Essential Questions:

1. When is the passive voice used in French, and how does its usage compare to English?
2. What is the structure of the passive voice in French, and how does it differ from the active voice?
3. What are some alternative structures to the passive voice in French, such as "on" constructions, and when are they preferred?

Anticipated Time Frame: 3 weeks

Content, Concepts and Skills	Instructional Resources
• I can identify and transform sentences from the active voice to the passive voice in French, maintaining proper structure. • I can recognize and use the passive voice appropriately in a variety of contexts. • I can rephrase passive constructions into more natural alternatives in French, such as using "on" or reflexive verbs, depending on the context.	Amsco Three Years - Chapter 12 Online resources

Unit of Instruction: Grammar - Relative Pronouns

Essential Questions:

1. How are relative pronouns used to create complex sentences?
2. What are the relative pronouns in French, and how are they used?
3. How are relative pronouns used differently in French than in English?

Anticipated Time Frame: 5 weeks

Content, Concepts, and Skills	Instructional Resources
- I can use <i>qui, que, dont, and où</i> to connect ideas and form complex sentences. - I can choose the correct relative pronoun based on the function of the word in the sentence. - I can recognize and correct errors in sentences that use relative pronouns. I can understand and explain the meaning of sentences that include relative pronouns like <i>ce qui, ce que, and lequel</i>.	Amsco Three Years - Chapter 22 Online resources

Unit of Instruction: French Linguistics

Essential Questions:

1. Where did the French language come from?
2. Where is French spoken today?
3. What has contributed to some key differences between the versions of French spoken in different parts of the world?

Anticipated Time Frame: 3 weeks

Content, Concepts, and Skills	Instructional Resources
- I can describe the development of the French language through history from Latin, and identify key factors that influenced how it developed. - I can name the countries throughout the modern world where French is an official language and some where it is a common tongue, and locate those countries on a map.	Amsco Three Years - Chapter 32 "Les Serments de Strasbourg" Online resources

Unit of Instruction: Geography of France

Essential Questions:

1. What are the major physical geographic features of France, such as its mountains, rivers, and plains?
2. How do France's geographic regions (such as La Bretagne, La Provence, or La Normandie) differ in terms of climate, landscape, and cultural identity?
3. What are France's natural borders, and how have they influenced the country's history and development?

Anticipated Time Frame: 4 weeks

Content, Concepts, and Skills	Instructional Resources
• I can name and locate major mountain ranges, rivers, and plains in France. • I can describe the climate and geography of several French regions/provinces. • I can explain how geography influences cultural differences between regions of France. • I can identify France's natural borders and explain how they have impacted its history and relationships with neighboring countries.	<u>Amsco Three Years</u> - Chapter 33 Online resources

Unit of Instruction: History of France

Essential Questions:

1. What are the major periods in French history, and what events characterize each one?
2. Who are some important figures in French history, and what were their contributions?
3. How have historical events shaped modern French identity and government?
4. How is French history reflected in national symbols, holidays, and monuments?

Anticipated Time Frame: Approximately 6 months

Content, Concepts, and Skills	Instructional Resources
• I can name and describe the major periods in French history. • I can place key historical events in chronological order and explain their significance. • I can identify important historical figures like Charlemagne, Jeanne d'Arc, Napoléon, and Charles de Gaulle, and describe what they are known for. • I can explain how certain individuals influenced the course of French history. • I can make connections between French history and modern symbols, holidays, and national identity.	Amsco Three Years - Chapter 34 Teaching The History of France (Wade Petersen) Un coup d'œil sur la France (Coulanges et Daniel) L'histoire de France pour les nuls (Julaud et Chaunu) Online resources

Unit of Instruction: Literature

Essential Questions:

1. What are the major literary periods in French literature, and what are their defining characteristics?
2. Who are some of the most important French authors, and what are their most influential works?
3. How did French literature evolve over time, and what historical or social factors influenced these changes?

Anticipated Time Frame: Ongoing, year-long

Content, Concepts, and Skills	Instructional Resources
• I can identify the major literary periods in French literature and explain their defining characteristics. • I can name significant French authors and describe some of their most influential works. • I can explain the contributions of famous French authors to literature and the themes they explored in their writing. • I can describe how historical events influenced the development of French literature and how social and cultural changes in France affected literary movements and styles.	Amsco III ch37 Dans le métro (Dominique Lézy) Le Mystère des faux billets (Huguette Zahler) Maigret et le clochard (Georges Simenon) Le Petit Prince (Antoine de St-Exupéry) Additional readings and excerpts, such as Rabelais, Molière, Ronsard, etc. Online resources

RSU 26 Curriculum Map - Honors SPANISH IV

Content Area: World Languages

Course Title: Honors Spanish IV

Grade Level: 9-12

Primary Instructional Resources: Amsco Spanish Three Years, Marianela by Benito Pérez Galdós and La Momia Desaparece by Marta de Rosa

Priority Standards for Course:

1. Develop reading comprehension skills by engaging with leveled texts in the target language.
2. Demonstrate increasing proficiency in oral communication by transitioning to primarily conversing in the target language.
3. Design and present projects in the target language, incorporating both teacher-directed instruction and independent initiative.
4. Articulate ideas effectively in essay format, integrating new concepts and advanced vocabulary.
5. Participate actively in authentic discussions, expressing thoughts and opinions with clarity and confidence.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in Spanish. In high school Spanish classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required when typing in Spanish.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: Marianela

Essential Questions:

1. How did the cultural and historical context of late 19th-century Spain influence the themes and characters depicted in Marianela?
2. What are the key underlying themes explored in Marianela, and how do they reflect broader societal issues or concerns of the time period?
3. What is the significance of the characters in Marianela, and how do they contribute to conveying the novel's themes and messages about Spanish society during the late 19th century?

Anticipated Time Frame: 9 weeks

Content, Concepts, and Skills
• I can share the cultural and historical aspects of Spain during the late 19th century. • I can discuss the underlying themes of <u>Marianela</u>. • I can discuss the importance of the characters in <u>Marianela</u>.

Unit of Instruction: Por/Para

Essential Questions:

1. How do the different uses of "por" and "para" reflect varying purposes and intentions in Spanish communication?
2. What are the key distinctions between "por" and "para" in terms of expressing movement, duration, and purpose?
3. How can the correct application of "por" and "para" enhance clarity and precision in Spanish language writing and speaking?

Anticipated Time Frame: 5 weeks

Content, Concepts, and Skills
• I can discuss and analyze the differences between por and para. • I can use por and para correctly.

Unit of Instruction: Passive Voice

Essential Questions:

1. How does the use of passive voice in Spanish and English impact the focus and structure of sentences, particularly in terms of emphasizing actions versus subjects?
2. What are the distinct forms of passive voice in Spanish, and how do they differ in formation and usage compared to active voice constructions?

Anticipated Time Frame: 5 weeks

Content, Concepts, and Skills
• I can put active sentences into passive voice in Spanish and English. • I can form the passive voice in Spanish when the doer is not known. • I can form the impersonal passive voice.

Unit of Instruction: La Momia Desaparece

Essential Questions:

1. What are the significant cultural differences between Mexico and the United States, and how do these differences impact daily life, social interactions, and traditions in each country?
2. How do the characters in La Momia Desaparece contribute to the overall themes and narrative of the story, and what insights do they provide into Mexican culture and society?

Anticipated Time Frame: 10 weeks

Content, Concepts, and Skills
• I can state cultural differences between Mexico and the United States. • I can discuss the importance of the characters in <u>La Momia Desaparece</u>.

Unit of Instruction: The Four Subjunctives (Present, Pluperfect, Imperfect, and Perfect)

Essential Questions:

1. How do the four forms of the subjunctive (present subjunctive, imperfect subjunctive, perfect subjunctive, and pluperfect subjunctive) differ in their formation and usage in Spanish grammar?
2. How does understanding the sequence of tenses chart guide the selection of subjunctive forms in Spanish, particularly in relation to dependent clauses and different time frames?

Anticipated Time Frame: 10 weeks

Content, Concepts, and Skills
• I can form the four subjunctives. • I can fill in the sequence of the tenses chart. • I know when to use the four forms of the subjunctive.

Unit of Instruction: Como Si and Si Clauses

Essential Questions:

1. What are the different types of "si clauses," and how do you determine when to use the subjunctive in Spanish?
2. How does the phrase "como si" function in Spanish sentences, and why does it always require the use of the subjunctive.
3. How can "si clauses" and "como si" be used to express hypothetical situations or unreal conditions in Spanish conversation and writing?

Anticipated Time Frame: 5 weeks

Content, Concepts, and Skills
• I can form si clauses using the subjunctive when necessary. • I can use como si successfully.

RSU 26 Curriculum Map- Honors SPANISH V

Content Area: World Languages

Course Title: Honors Spanish V

Grade Level: 9-12

Primary Instructional Resources: Amsco Spanish Three Years and a variety of Spanish novels

Priority Standards for Course:

1. Demonstrate reading comprehension skills by engaging with leveled texts in the target language.
2. Communicate exclusively in the target language to enhance fluency and authentic language use.
3. Develop and present projects that incorporate teacher-directed guidance and self-directed exploration.
4. Express ideas clearly in both essay format and discussions, integrating new concepts and vocabulary.
5. Demonstrate mastery of advanced language skills and cultural understanding in rigorous preparation for the AP exam.

Technology Skills:

Instructional technology facilitates student learning and development of the skills needed to meet the priority learning standards in Spanish. In high school Spanish classes, students use Google Classroom to access class assignments and grades along with other Google tools. Students also use special characters required when typing in Spanish.

Cultural Inclusiveness and Representation:

We are dedicated to fostering cultural inclusiveness and representation as essential pillars of language learning. We recognize that language is intricately connected to diverse cultures, and our curriculum embraces the exploration of cultural contexts, values, and perspectives associated with the language we study. Through our curriculum, we aim to cultivate cultural awareness, empathy, and respect among our students. By promoting inclusivity and representation, we empower our learners to engage meaningfully with the world and to become global citizens who appreciate and celebrate cultural diversity. This statement underscores our dedication to creating an enriching and culturally responsive learning environment where all students can thrive and broaden their perspectives through language education.

Unit of Instruction: Don Juan Tenorio

Essential Questions:

1. How do the characters in Don Juan Tenorio reflect or challenge societal norms and values of their time?
2. What role does el machismo play in shaping the cultural context of Don Juan Tenorio, and how does it influence the characters' actions and relationships?

Anticipated Time Frame: 12 weeks

Content, Concepts, and Skills	Instructional Resource
• I can discuss the importance of the characters in <u>Don Juan Tenorio</u> • I can discuss the cultural importance of el machismo • I can discuss the underlying themes in <u>Don Juan Tenorio</u>	<u>Don Juan Tenorio</u> by José Zorrill

Unit of Instruction: Don Quijote de la Mancha

Essential Questions:

1. What is the central plot of Don Quijote de la Mancha, and how does it reflect the cultural, social, and literary context of its time?
2. How do the characters in Don Quijote de la Mancha, particularly Don Quixote and Sancho Panza, represent themes of idealism, reality, and human nature?
3. How did the history of chivalry and the concept of errant knights influence the themes and satire present in Don Quijote de la Mancha?
4. How does the geography of Spain, particularly La Mancha, influence the setting, events, and symbolic meaning of Don Quijote de la Mancha?

Anticipated Time Frame: 7 weeks

Content, Concepts, and Skills	Instructional Resource
• I can discuss the plot of <u>Don Quixote de la Mancha</u>. • I can discuss and analyze the characters of <u>Don Quixote de la Mancha</u>. • I can discuss the history of chivalry and Errant Knights. • I can understand the basic geography of Spain.	<u>Don Quixote de la Mancha</u> by Miguel de Cervantes (adapted text)

Unit of Instruction: Lazarillo de Tormes

Essential Questions:

1. What are the central themes and plot elements of Lazarillo de Tormes, and how do they reflect the societal, economic, and moral issues of 16th-century Spain?
2. How do the characters in Lazarillo de Tormes reveal and critique the societal norms and values of 16th-century Spain?
3. What is the historical and literary significance of the *novela picaresca*, and how does Lazarillo de Tormes contribute to this genre?

Anticipated Time Frame: 9 weeks

Content Concepts and Skills Written as “I can” statements.	Instructional Resource
I can discuss the plot of <u>Lazarillo de Tormes</u> I can discuss and analyze the characters of <u>Lazarillo de Tormes</u> . I can discuss the historical and literary importance of the <i>novela picaresca</i> I can discuss the societal norms of 16th century Spain.	<u>Lazarillo de Tormes</u> (anonymous)

Unit of Instruction: Geography of Spain

Essential Questions:

1. What are the major rivers and mountain ranges in Spain, and how do they influence the geography, economy, and cultural development of each autonomous community?
2. How do the special characteristics of each region of Spain, such as climate, culture, and resources, contribute to the overall diversity of the country?
3. What are the major cities in each region of Spain, and how do they reflect the region's history, economy, and cultural significance?
4. What are the primary resources and products of each region in Spain, and how do they shape the economic activities and cultural identity of that region?

Anticipated Time Frame: 10 weeks

Content, Concepts, and Skills	Instructional Resource
• I can label the major rivers and mountain ranges in Spain. • I can label the autonomous communities of Spain. • I can discuss the special characteristics of each of the regions of Spain. • I can list and label the major cities in each of the regions • I can list the major resources and products of each region	<u>Una Mirada a España</u> by Daniel Flake

Unit of Instruction: Subjunctive in Dependent Adverb Clauses

Essential Questions:

1. What are the rules for forming the four types of subjunctive in Spanish, and how do they differ in usage?
2. How do the ESCAPA A conjunctions function in Spanish, and when should they be followed by the subjunctive?
3. What conjunctions indicate uncertainty, doubt, anticipation, or indefiniteness, and how do they determine the use of the subjunctive mood?

Anticipated Time Frame: 8 weeks

Content, Concepts, and Skills	Instructional Resource
• I can form the four subjunctives • I can use the ESCAPA A conjunctions correctly • I can use the correct subjunctive after conjunctions of uncertainty, doubt, anticipation, or indefiniteness.	<u>Spanish Three Years</u>

Unit of Instruction: Pepita Jiménez

Essential Questions:

1. What are the central themes and plot elements of Pepita Jiménez, and how do they reflect the cultural and religious values of Spanish-speaking countries?
2. How do the characters in Pepita Jiménez embody and reveal the inner conflicts associated with religious, social, and personal dilemmas?
3. What role does Catholicism and the spiritual world play in Pepita Jiménez, and how does it influence the characters' decisions and development?

Anticipated Time Frame: 10 weeks

Content, Concepts, and Skills	Instructional Resource
• I can discuss the plot of Pepita Jimenez. • I can discuss and analyze the characters of Pepita Jimenez. • I can discuss the importance of Catholicism and the spiritual world in Spanish speaking countries. • I can discuss the inner conflict of characters.	<u>Pepita Jiménez</u> by Juan Valera y Alcalá-Galiano

Unit of Instruction: Verbs Like Gustar

Essential Questions:

1. What verbs function similarly to "gustar" in Spanish, and how do their meanings and uses compare?
2. How do indirect object pronouns interact with verbs like "gustar" and what are the correct forms to use in sentences?
3. How are verbs like "gustar" conjugated, and what are the rules for agreement between the subject of the sentence and the verb?

Anticipated Time Frame: 3 weeks

Content, Concepts, and Skills	Instructional Resource
• I can list verbs that function like gustar. • I can list and use the indirect object pronouns used with verbs like gustar. • I can conjugate verbs like gustar.	Spanish Three Years

Unit of Instruction: Clauses

Essential Questions:

1. What are the different types of "si clauses," and how do you determine when to use the subjunctive in Spanish?
2. How does the phrase "como si" function in Spanish sentences, and why does it always require the use of the subjunctive.
3. How can "si clauses" and "como si" be used to express hypothetical situations or unreal conditions in Spanish conversation and writing?
4. How does the use of the subjunctive in indefinite clauses help express uncertainty, nonexistence, or desire in Spanish?

5. What role does the subjunctive play in relative clauses to distinguish between known, unknown, or hypothetical situations?

Anticipated Time Frame: 5 weeks

Content, Concepts, and Skills	Instructional Resource
• I can form si clauses using the subjunctive when necessary • I can use como si successfully • I can use the subjunctive in indefinite clauses to express uncertainty or when the existence of something is unknown. • I can recognize when to use the subjunctive in relative clauses to describe hypothetical or non-existent people, places, or things. I can differentiate between when to use the indicative and the subjunctive in sentences with indefinite or relative clauses.	Spanish Three Years